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ABSTRACT

This manual provides a series of forms and instruments and outlines the procedures used by St. Louis Community College in its annual evaluation of counseling faculty performance. First, general information is provided in lists of the performance indicators and other criteria upon which the assessment of teachers, counselors, and instructional resources staff are based. Next, a number of indicators of professional development are listed; levels of satisfactory and unsatisfactory achievement are defined; and notes are provided on the review process and schedule for the implementation of the annual faculty evaluation. After procedures for completing the annual faculty evaluation summary are explained, forms are provided and the process is outlined for the evaluation of counselor effectiveness in individual and group sessions; a self-documentation of effectiveness; a counseling visitation report and summary assessment; faculty choice indicators reflecting plans for professional development during the next year; level of performance in relation to other required criteria, such as attendance at meetings and membership in professional associations; and the evaluation of the counseling faculty member by the Director of Counseling. (HB)

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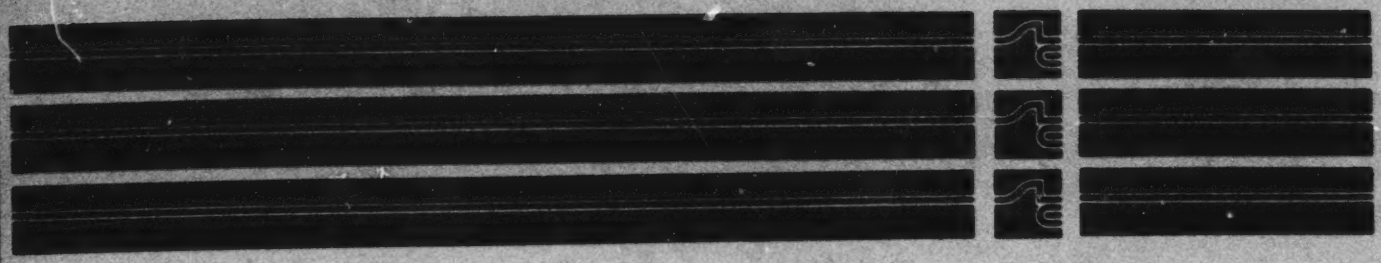

St. Louis Community College

ED216711

FACULTY EVALUATION SYSTEM
COUNSELING FACULTY

August, 1981

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GENERAL INFORMATION

Performance Indicators — Teaching Effectiveness

The faculty evaluation is based upon an assessment of the following performance indicators:

1. Exhibits knowledge of subject matter in the classroom.
2. Reviews and/or updates course materials.
3. Uses evaluative instruments that reflect course content.
4. Informs students of evaluation methods and criteria.
5. Evaluates students according to criteria established for the course.
6. Assesses student work accurately, but is willing to correct assessments if errors occur.
7. Maintains accurate records of students' academic performance.
8. Returns student assignments and tests within a reasonable period of time.
9. Explains material in response to questions.
10. Presents relevant material in an organized manner.
11. Exhibits interest in subject matter.
12. Uses grammatically correct English with competence in oral and written communications.
13. Consistently attempts to maintain order in the classroom at a level which facilitates instruction.
14. Communicates in the classroom at the level required for that course.
15. Keeps scheduled office hours.
16. Provides written statement of course objectives (expected learning outcomes) to students.
17. Reports to class on time.
18. Holds class for assigned time on a regular basis.
19. Offers academic assistance and makes appropriate referrals for students in need of help.
20. Completes assigned responsibilities.
21. Uses supplemental resources in addition to textbook or other minimal course materials.

Performance Indicators — Counseling Effectiveness

1. Demonstrates knowledge of counseling techniques and theories.
2. Demonstrates skill in working with students of varying ages and background.
3. Uses vocational information in assisting students.
4. Demonstrates knowledge of career decision-making processes.
5. Demonstrates knowledge of proper resources for St. Louis Community College programs.
6. Demonstrates knowledge of proper resources for information concerning transfer institutions.
7. Reports to work on time.
8. Keeps appointments regularly.
9. Keeps scheduled office hours.
10. Determines, when appropriate, that referrals are needed and makes those referrals.

11. Maintains confidential relationship with students and staff consistent with professional (APGA, APA) guidelines and relevant laws.
12. Consults with teaching faculty regarding student/staff problems.
13. Participates in orientation to the College for first-time students.
14. Provides academic advisement as assigned.
15. Communicates respect to the student.
16. Operates within one's area of professional competency.
17. Uses grammatically correct English with competence in written and oral communications.
18. Completes assigned responsibilities.

Performance Indicators — Instructional Resources Effectiveness

1. Demonstrates a working knowledge of communication/information sciences.
2. Presents material in an organized manner.
3. Presents material clearly.
4. Sensitive to response of students.
5. Welcomes questions and discussion.
6. Organizes and maintains a system of appropriate records and reports.
7. Participates in the development and review of courses, curricula and instructional materials.
8. Completes assigned responsibilities.
9. Develops bibliographic and instructional materials to assist students and staff in attaining their instructional goals.
10. Assists students and staff in the location, design, development or use of resource materials.
11. Where applicable, maintains or prepares resource equipment, materials and suplies for student and staff use.
12. Initiates and maintains communication with faculty for the purpose of the selection of resource materials and equipment.
13. Reports to work on time.
14. Uses grammatically correct English with competence in oral and written communications.
15. Keeps scheduled hours in service area.

Other Required Indicators — Teaching Faculty

1. Belongs to one or more recognized professional organization(s).
2. Attends department meetings.
3. Accepts assignments to supervise/orient part-time/new faculty.
4. Participates in the development and improvement of courses and curricula.
5. Where applicable, maintains and prepares equipment and supplies for labs, shops or studios.
6. Where applicable, supervises lab assistants and other personnel assigned to instructional areas.
7. Attends division meetings.
8. Contributes to the work of one or more department committees where applicable.

9. Assists the department chairperson by furnishing necessary information for the preparation of class schedules.
10. Assists the department chairperson by furnishing necessary information for the preparation of the department budget where applicable.
11. Assists the department chairperson in the development of short and long-range department plans.
12. Participates in department activities related to student job placement where applicable.

Other Required Indicators — Counseling Faculty

1. Where applicable, uses supplemental resources in addition to textbook or other minimal requirements of group/class sessions.
2. Belongs to one or more recognized professional organization(s).
3. Attends department meetings.
4. Accepts assignments to supervise/orient part-time/new faculty where applicable.
5. Participates in the development and improvement of groups and classes where applicable.
6. Where applicable, maintains and prepares equipment and supplies for groups and classes.
7. Where applicable, supervises student assistants and other personnel assigned to department areas.
8. Attends division meetings.
9. Contributes to the work of one or more department committee(s) where applicable.
10. Assists the director by furnishing necessary information for the preparation of class schedules.
11. Assists the director by furnishing necessary information for the preparation of the department budget where applicable.
12. Assists the director in the development of short and long-range department plans.
13. Participates in department activities related to student job placement where applicable.

Other Required Indicators — Instructional Resources Faculty

1. Uses supplemental resources in addition to those available on the campus.
2. Belongs to one or more recognized professional organization(s).
3. Attends department meetings.
4. Accepts assignments to supervise/orient part-time/new faculty.
5. Where applicable, supervises student assistants and other personnel assigned to areas of responsibility.
6. Attends division meetings.
7. Contributes to the work of one or more department committees where applicable.
8. Assists the department director by furnishing necessary information for the preparation of class schedules, where applicable.
9. Assists the department director by furnishing necessary information for the preparation of the department budget where applicable.
10. Assists the department director in the development of short and long-range department plans.
11. Participates in department activities related to student job placement where applicable.

Listing of Faculty Choice Indicators

1. Develops new course.
2. Serves on a committee.
3. Chairs a committee.
4. Attends a workshop related to one's field.
5. Leads an approved workshop related to one's field.
6. Takes one or more courses related to his/her field.
7. Publishes an article in a journal.
8. Writes a book.
9. Sponsors a student organization.
10. Sponsors a student activity.
11. Serves as an officer in a professional organization in one's field or profession.
12. Gives one or more speeches for the college or to a professional organization.
13. Is active in community organization(s) related to job.
14. Develops an approved plan of professional development activities.
15. Implements the approved plan of professional development activities.
16. Conducts studies and/or publishes research materials.
17. Prepares and participates in external grants.
18. Participates in approved articulation activities.
19. Completes extended time project.
20. Coaches a non-paid intramural activity.
21. Participates in recruiting students
22. Other_____

ACHIEVEMENT LEVELS AND DEFINITIONS

Satisfactory..... Satisfactory performance is demonstrated by performance levels that are recognized as meeting all reasonable and acceptable standards compared to other professional faculty within the College. Teaching, I.R., or Counseling effectiveness is well documented. Achievements in other criteria should be evident.

Needs Improvement..... Performance that needs improvement is demonstrated by performance levels that are recognized as deficient in one or more criteria but there is evidence to suggest that

satisfactory performance is possible with appropriate professional development and assistance. Achievements are not well documented or always evident.

Unacceptable ..... Unacceptable performance is demonstrated by performance levels that are clearly recognized as not meeting reasonable and minimal standards compared to other professional faculty within the College. Achievement levels in Teaching, I.R., and Counseling are substantially deficient or not evident.

NOTES:

1. The above Achievement Level ratings are applicable to each of the criteria as well as to the composite evaluation.
2. Achievements not well documented include those for which documentation is not provided by the faculty member when requested to do so or prescribed in the evaluation procedures.

REVIEW PROCESS

The faculty evaluation system provides for faculty review at the completion of each summary assessment form by requiring a faculty signature to be attached. Faculty may arrange a conference with the Director to review the evaluation.

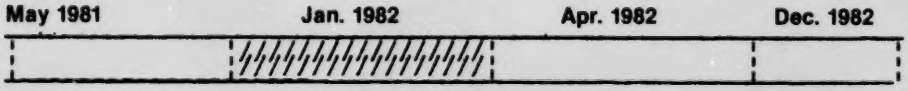
If a faculty member receives an evaluation of Needs Improvement or Unacceptable in any one of the Summary Assessment forms, that faculty member is required to have a review conference with the Director, at which time specific deficiencies will be identified and discussed. Following the review conference, the faculty member may request a conference with the Dean.

If the Annual Faculty Evaluation Summary results in an immediate personnel action that causes the faculty member injury or damage, the grievance process may then be invoked in accordance with Board Policy.

IMPLEMENTATION SCHEDULE

It is intended that the Annual Faculty Evaluation will be conducted on a calendar year basis beginning in January and ending in December. Therefore, the first annual cycle of this evaluation system is scheduled to begin in January, 1982. A detailed calendar indicating a timetable for various events to occur will be released during the fall semester.

During the 1981-82 academic year, the College will be in a transitional stage converting from an academic year to a calendar year evaluation cycle. Consequently, an Annual Faculty Evaluation Summary will be required to be completed in April, 1982 for the 1981-82 academic year.



The above time line indicates how this transition will occur. Certain portions of the evaluation system will be implemented effective immediately and will be used to complete the April, 1982 Annual Evaluation Summary. Included in this summary will be Student Evaluations, Classroom Visitations, Self-Documentation, and the Director's Evaluation. During a four-month period from January to April, 1982, the evaluation cycles overlap. Activities and contributions made during this period as well as student evaluations and classroom visit assessments, will be used in the completion of both the April Annual Evaluation Summary and the December Annual Evaluation Summary.

ANNUAL FACULTY EVALUATION
SUMMARY

PROCEDURES FOR COMPLETING THE ANNUAL FACULTY EVALUATION SUMMARY

(Counseling Faculty)

1. Under Counseling Effectiveness, record the composite assessment ratings from the Student Evaluation Individual, Self-Documentation and Part One of the Visitation Form for all faculty. For those faculty involved in group/class sessions, Part Two of the Visitation Form and the Student Evaluation Group Option will also be recorded in the assessment rating.

   Add the value of the ratings and divide by three or four (depending upon the options utilized). The results will determine the rating for the Counseling Effectiveness criteria as follows:

   2.31 thru 3.00 = Satisfactory
   1.71 thru 2.30 = Needs Improvement
   1.00 thru 1.70 = Unacceptable

2. For Faculty Option Indicators, record the composite assessment rating from the Faculty Option Evaluation Form.

3. For Other Required Indicators, record the composite assessment rating from the Other Required Evaluation Form.

4. Under the Computation section, record the value of the rating assigned to each criterion.

   Multiply by the weight and derive a score for each criterion.

   Add the three scores and multiply by .80 to determine the score for Part One: Criteria Evaluation.

5. Under Part Two: Director Evaluation, record the value of the composite assessment rating from the Director Evaluation Form.

   Multiply that value by .20 to determine the score for Part Two: Director Evaluation.

6. Add the Part One Score to the Part Two Score to determine the Total Annual Score.

7. Complete the Annual Evaluation Rating as determined by the Total Annual Score.

8. Sign the Annual Evaluation Summary, attach copies of all summary reports, forward to Dean for review.

St. Louis Community College

ST. LOUIS COMMUNITY COLLEGE

ANNUAL FACULTY EVALUATION SUMMARY
(Counseling Faculty)

NAME _____ CAMPUS _____

DIVISION _____ DEPARTMENT _____ RANK _____

PART ONE: CRITERIA EVALUATION

Criteria		Criteria Rating and Value
A. Counseling Effectiveness (70%)		
Student Evaluation — Individual	___S ___NI ___U	
Self-Documentation	___S ___NI ___U	
Visitation	___S ___NI ___U	___S(3) ___NI(2) ___U(1)
Student Evaluation — Group (Option)	___S ___NI ___U	
B. Faculty Option Indicators (15%)		___S(3) ___NI(2) ___U(1)
C. Other Required Indicators (15%)		___S(3) ___NI(2) ___U(1)

COMPUTATION:

Criteria	Value	X	Weight	=	Score
A	_____	X	.70	=	_____
B	_____	X	.15	=	_____
C	_____	X	.15	=	_____

Part One Score ___ X .80 = ☐

PART TWO: DIRECTOR EVALUATION

Part Two Score ___ X .20 = ☐

Total Annual Score ☐

ANNUAL EVALUATION RATING

_____ Satisfactory (2.31 thru 3.0)

_____ Needs Improvement (1.71 thru 2.30)

_____ Unacceptable (1.00 thru 1.70)

SUBMITTED BY:

_____ Date _____
(Director)

REVIEWED BY:

_____ Date _____
(Dean)

_____ Date _____
(President)

STUDENT EVALUATION OF COUNSELING EFFECTIVENESS (INDIVIDUAL SESSION)

ST. LOUIS COMMUNITY COLLEGE

Procedures For
STUDENT EVALUATION OF COUNSELING EFFECTIVENESS
(Individual Session)

1. The supervisor or third party designee appointed by the Director will administer and collect the student evaluation of counseling.

2. Thirty-five (35) student user responses will be used by the supervisor.

3. A uniform and standard set of directions will be used by the supervisor or third party designee in administering the student evaluation.

4. Each campus will either administer the questionnaire in person or through telephone follow-up.

5. A composite student evaluation for all students surveyed will be tabulated through computer scanning. The assessment of this composite student evaluation will be used by the Director in completing the annual evaluation summary.

6. The assessment guidelines as reported on the Composite Summary will be reviewed pending the completion of the first year of implementation and may be subject to revision.

ST. LOUIS COMMUNITY COLLEGE
Student Evaluation of Counselor Effectiveness
(Individual Session)

_____ _____

Counselor Date

INSTRUCTOR RATING

Please rate the counselor on the following items on a scale from 1 to 5 based on the following definitions:

5 = Among the best of all counselors I've known
4 = Better than most counselors
3 = About average
2 = Not as good as most counselors
1 = Among the worst of all counselors
X = Cannot judge/does not apply

_____ 1. The counselor used vocational information in assisting me.

_____ 2. The counselor assisted me in my career decision making.

_____ 3. The counselor helped me plan an academic program consistent with my stated objectives.

_____ 4. The counselor provided me with the appropriate information about academic programs.

_____ 5. The counselor determined when I needed to be referred elsewhere and did so.

_____ 6. The counselor provided me with appropriate transfer information for my major.

_____ 7. The counselor was on time for the appointment.

_____ 8. The counselor kept my appointments regularly.

_____ 9. To my knowledge, the counselor keeps our counseling relationship confidential.

_____ 10. The counselor listened to me with understanding and respect.

_____ 11. The counselor helped me explore a broad range of possibilities as I made personal and/or career decisions.

_____ 12. The counselor helps me understand my strengths and weaknesses through the use of tests or other resources.

St. Louis Community College

STUDENT EVALUATION OF COUNSELOR EFFECTIVENESS
(Individual)

COMPOSITE SUMMARY

FACULTY NAME _____

	Frequency Counts	Average Score
ITEM 1	5 4 3 2 1 X	_____
ITEM 2	5 4 3 2 1 X	_____
ITEM 3	5 4 3 2 1 X	_____
ITEM 4	5 4 3 2 1 X	_____
ITEM 5	5 4 3 2 1 X	_____
ITEM 6	5 4 3 2 1 X	_____
ITEM 7	5 4 3 2 1 X	_____
ITEM 8	5 4 3 2 1 X	_____
ITEM 9	5 4 3 2 1 X	_____
ITEM 10	5 4 3 2 1 X	_____
ITEM 11	5 4 3 2 1 X	_____
ITEM 12	5 4 3 2 1 X	_____

FACSIMILE

COMPOSITE AVERAGE SCORE ☐

ASSESSMENT

The following guidelines will be used to determine the counselor performance level as based upon students evaluations:

Composite Score of 3.00 - 5.00 = Satisfactory

Composite Score of 2.00 - 2.99 = Needs Improvement

Composite Score of 1.00 - 1.99 = Unacceptable

_____ DATE _____
Faculty Signature

_____ DATE _____
Director

SELF-DOCUMENTATION OF COUNSELING EFFECTIVENESS

ST. LOUIS COMMUNITY COLLEGE

PROCEDURES FOR
SELF-DOCUMENTATION OF COUNSELING EFFECTIVENESS

1. At the beginning of each evaluation period, faculty members will receive a list of the ten (10) items that form the basis for their self-documentation.

2. No later than November 1 of each year, the faculty members will submit to the Director of Counseling supporting information and documentation of performance related to the ten items.

3. The Director of Counseling will review the supporting information and documentation and will complete the assessment of the self-documentation will be used by the Director of Counseling in completing the annual evaluation summary.

4. In the event of a less than satisfactory rating on any specific item, the evaluator will indicate the basis for the rating and specific recommendations for improvement which will be discussed with the faculty member. A copy of the rating and recommendations will be provided within two weeks of the completion of the assessment.

INSTRUCTIONS FOR COMPLETING THE SELF-DOCUMENTATION OF COUNSELING EFFECTIVENESS FORM

This assessment sheet is to be utilized by the evaluator when assessing the counselor on his/her self-documentation of counseling effectiveness as a part of the faculty evaluation system.

The Self-Documentation of Counseling Effectiveness Form consists of ten (10) items. The counselor is responsible for providing supporting information in response to each of the questions.

You are to rate each item on a 3-point scale as follows:

1. Satisfactory - 3
2. Needs Improvement - 2
3. Unacceptable - 1

In order to assist you in making a determination for each item that is consistent across the district, the following assessment criteria are provided:

1. **Demonstrates knowledge of proper resources for SLCC programs.**

Satisfactory	—	Counselor maintains relevant current information re SLCC programs and attends informational in-service meetings regularly.
Needs Improvement	—	Counselor is aware of several SLCC programs but does not demonstrate current and adequate knowledge of the broad spectrum of SLCC programs; counselor attends in-service information meetings occasionally but does not attend these meetings on a regular basis.
Unacceptable	—	Counselor provides no evidence of knowledge of SLCC programs and rarely attends an in-service informational meeting.

2. **Demonstrates knowledge of proper resources for information concerning transfer institutions.**

Satisfactory	—	Counselor has current and accurate information re programs at major transfer institutions.
Needs Improvement	—	Counselor has limited information re programs at transfer institutions.
Unacceptable	—	Counselor does not provide evidence of basic knowledge of programs at transfer institutions; makes no effort to up date essential information.

3. **Keeps scheduled office hours and meets appointments regularly.**

Satisfactory	—	Counselor provides acceptable schedule of office hours and consistently maintains the schedule.
Needs Improvement	—	Counselor is usually available as indicated on office hour and appointment schedule; misses occasionally and does not provide advance information to supervisor.
Unacceptable	—	Counselor frequently misses appointments and office hours; does not adequately explain attendance problem to supervisor.

4. **Determines, where applicable, that referrals are needed and makes those referrals.**

Satisfactory	—	Counselor demonstrates ability to make appropriate referrals; is able to identify students in need of referrals, and is familiar with resources available for referral. Provides 2 examples of this process.
Needs Improvement	—	Counselor shows awareness that referrals are occasionally needed but does not demonstrate skill in identifying students in need of referral and is familiar with only a limited number of resources available for referral.
Unacceptable	—	Counselor provides no evidence of basic skills in identifying students in need of referral; is not familiar with the resources available for referral.

5. **Consults with teaching faculty regarding student/staff problems.**

Satisfactory — Counselor maintains open communication with teaching faculty in relevant areas. This communication is frequent and on-going. Provides 3 examples of this process.

Needs Improvement — Counselor occasionally consults with teaching faculty regarding a student or staff problem. Communication is infrequent.

Unacceptable — Counselor rarely makes any contact with teaching faculty to discuss relevant problems. Does not provide evidence of developing necessary communication links with teaching faculty.

6. **Participates in orientation to the college for first-time students.**

Satisfactory — Counselor takes an active part in orientation sessions for first-time students. This participation reflects a reasonable share of the total departmental responsibility for this function.

Needs Improvement — Counselor occasionally participates in orientation sessions for first-time students. Participation is not regular.

Unacceptable — Counselor rarely participates in orientation sessions for first-time students. Counselor is usually unavailable at times this service is required.

7. **Provides academic advisement as assigned.**

Satisfactory — Counselor maintains assigned schedule of academic advisement on a regular basis. Schedule demonstrates that advisement sessions have been handled efficaciously.

Needs Improvement — Counselor maintains irregular academic advisement schedule and occasionally is unavailable at scheduled times.

Unacceptable — Counselor has frequent difficulty in maintaining academic advisement schedule and is frequently unavailable at required times.

8. **Completes assigned responsibilities.**

Satisfactory — Counselor consistently completes assigned responsibilities, including tasks other than counseling sessions. Provides two examples of completed assignments to demonstrate this responsibility.

Needs Improvement — Counselor usually completes assigned responsibilities but on several occasions has not completed them on time.

Unacceptable — Counselor rarely completes assigned responsibilities. Provides no evidence of ability to follow through and complete a task.

9. **Operates within one's area of professional competency.**

Satisfactory — Counselor demonstrates skill in area of professional competency and consistently maintains appropriate skill level within this area or areas. The area or areas of professional competency have been provided for the supervisor in written form.

Needs Improvement — Counselor works in area of professional competency but occasionally demonstrates poor judgment by trying to provide specialist services in areas that are clearly outside his or her area of competency.

Unacceptable — Counselor shows little understanding, or respect for, the various areas of competency in the field in general; frequently tries to solve problems without needed assistance or referrals.

10. **Uses career information in working with students.**

Satisfactory	—	Counselor provided three (3) examples of relevant career information and explained how this information was used.
Needs Improvement	—	Counselor provided minimal evidence of using career information; did not explain how information was used.
Unacceptable	—	Counselor provided no evidence to demonstrate current knowledge of career information or its use in counseling functions.

ST. LOUIS COMMUNITY COLLEGE
FACULTY INFORMATION SHEET

Items Included In Self-Documentation Of Counseling Effectiveness

1. **Demonstrates knowledge of proper resources for SLCC programs.** (Has available specific information relative to keeping up-to-date college program information and evidence of participation in informational in-service meetings.)

2. **Demonstrates knowledge of proper resources for information concerning transfer institutions.** (Has available specific information relative to keeping up-to-date and accurate articulation information.)

3. **Keeps scheduled office hours and meets appointments regularly.** (Appointment scheduled available from department records, with the counselor indicating any modifications made to the appointment schedule.)

4. **Determines, where applicable, that referrals are needed and makes those referrals.** (At least two examples of referrals that have been made will be provided.)

5. **Consults with teaching faculty regarding student/staff problems.** (Provide three examples of such consultations.)

6. **Participates in orientation to the college for first-time students.** (A schedule of such participation is available from department records.)

7. **Provides academic advisement as assigned.** (Advisement schedule and other pertinent materials will be made available to the Director of Counseling.)

8. **Completes assigned responsibilities.** (Provide at least three examples of assignments which have been completed.)

9. **Operates within one's area of professional competency.** (A list will be provided indicating those areas in which the individual states that he/she has professional competency.)

10. **Uses career information in working with students.** (Provide three examples of how this information was used.)

ST. LOUIS COMMUNITY COLLEGE

SELF-DOCUMENTATION OF COUNSELING EFFECTIVENESS

FACULTY NAME _____ CAMPUS _____

DIVISION _____ RANK _____

Directions: This form is to be used by the evaluator when assessing the supporting information and documentation provided by the faculty member relative to the self-documentation indicators of counseling effectiveness. The summary page and composite assessment rating will be used in completing the Annual Faculty Evaluation Summary

Rating

ITEM 1 **Demonstrates knowledge of proper resources for SLCC programs.** (Has available specific information relative to keeping up-to-date college program information and evidence of participation in informational in-service meetings.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 2 **Demonstrates knowledge of proper resources for information concerning transfer institutions.** (Has available specific information relative to keeping up-to-date and accurate articulation information).
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 3 **Keeps scheduled office hours and meets appointments regularly.** (Appointment schedule available from department records, with the counselor indicating any modifications to the appointment schedule.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 4 **Determines, when appropriate, that referrals are needed and makes those referrals.** (At least two examples of referrals that have been made will be provided.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 5 **Consults with teaching faculty regarding student/staff problems.** Provide three examples of such consultations.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 6 **Participates in orientation to the college for first-time students.** (A schedule of such participation is available from department records.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 7 **Provides academic advisement as assigned.** (Advisement schedule and other pertinent materials will be made available to the Director of Counseling.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 8 **Completes assigned responsibilities.** (Provide at least three examples of assignments which have been completed.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 9 **Operates within one's area of professional competency.** (A list will be provided indicating those areas in which the individual states that he/she has professional competency.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 10 **Uses career information in working with students.** (Provide three examples of how this information was used.)
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ST. LOUIS COMMUNITY COLLEGE
SELF-DOCUMENTATION

Summary Assessment

FACULTY NAME _____

	Rating	Value
ITEM 1	_____	_____
ITEM 2	_____	_____
ITEM 3	_____	_____
ITEM 4	_____	_____
ITEM 5	_____	_____
ITEM 6	_____	_____
ITEM 7	_____	_____
ITEM 8	_____	_____
ITEM 9	_____	_____
ITEM 10	_____	_____

Value Key

3 = Satisfactory
2 = Needs Improvement
1 = Unacceptable

TOTAL SCORE ☐ ÷ 10 = TOTAL AVERAGE SCORE ☐

Composite Assessment

_____ Satisfactory (2.31 thru 3.0)

_____ Needs Improvement (1.71 thru 2.30)

_____ Unacceptable (1.00 thru 1.70)

SUBMITTED BY:

_____ Date _____
Director

SIGNED BY:

_____ Date _____
Faculty Signature

COUNSELING VISITATION REPORT

ST. LOUIS COMMUNITY COLLEGE

PROCEDURES FOR COUNSELING VISITATION REPORT

The director, in appropriate consultation with the counselor, will select the time of visitation (group/class session) or taping (individual session). The visitation or taping will take place during work activities that are representative of the counselor's general responsibility.

Part One — Individual Session

1. The director will listen to audio/video tapes of **at least** one individual session a year.

2. In the event of a less than satisfactory counseling evaluation, the director will select another session to be taped prior to completing the annual evaluation. If multiple tapings are required during a single evaluation period, the most recent taping will be used for the completion of the Annual Evaluation Summary.

3. In the event of a less than satisfactory rating on any item, the evaluator will substantiate the rating(s) with specific examples and recommendations.

4. The counselor will have the opportunity to review the administrative evaluation of counseling effectiveness before it is forwarded to the next level.

5. If, in the judgment of the counselor, the taping of an individual session seriously interferes with the counseling process, the taping may be aborted and another session chosen.

Part Two — Group/Class Session (As Appropriate)

1. The director will visit or listen to audio/video tapes of **at least** one group/class session a year.

2. In the event of a less than satisfactory counseling evaluation, the director will select another group/class session to be visited or taped prior to completing the annual evaluation. If multiple tapings or visitations are required during a single evaluation period, the most recent taping or visitation will be used for the completion of the Annual Evaluation Summary.

3. In the event of a less than satisfactory rating of any item the evaluator will substantiate the rating(s) with specific examples and recommendations.

4. The counselor will have the opportunity to review the administrative evaluation of counseling effectiveness before it is forwarded to the next level.

INSTRUCTIONS FOR COMPLETING THE COUNSELING VISITATION REPORT

The evaluator will apply the following criteria as the basis for ratings of Satisfactory, Needs Improvement or Unacceptable for each of the indicators listed.

Part One: Individual Session

1. **The counselor demonstrated knowledge of counseling techniques and theories.**

   Satisfactory — The counselor's behavior indicated command of such counseling techniques as accurate empathy, facilitative genuineness, listening skills and other techniques and theories.

   Needs Improvement — Showed incomplete knowledge of such counseling techniques as accurate empathy, facilitative genuineness, listening skills, and other techniques and theories.

   Unacceptable — Displayed lack of such basic concepts of counseling techniques as accurate empathy, facilitative genuineness, listening skills, and other techniques and theories.

2. **The counselor communicated respect to the student.**

   Satisfactory — The counselor's behavior showed obvious respect for the student.

   Needs Improvement — Counselor occasionally showed little respect for the student's feelings, experiences and potentials.

   Unacceptable — Counselor showed a total lack of respect or negative regard for the student.

3. **The counselor used vocational information in assisting the student.**

   Satisfactory — The counselor used specific vocational information sources from the career resource center.

   Needs Improvement — At times the counselor failed to use available vocational information when appropriate to do so.

   Unacceptable — The counselor either would not or could not use specific vocational information in assisting the student.

4. **The counselor demonstrated knowledge of career decision-making processes.**

   Satisfactory — The counselor assisted the student in becoming more aware of the process necessary for appropriate career decision-making and selection (e.g. identifying the problem, changing the problem to a goal, exploring alternatives, planning a course of action, and generalizing to a new problem.)

   Needs Improvement — The student was assisted somewhat in the process of career decision-making and selection.

   Unacceptable — The student was not made aware of the process necessary for appropriate career decision-making and selection.

5. **The counselor demonstrated knowledge of proper resources for SLCC programs.**

   Satisfactory — The counselor maintains relevant current information regarding SLCC programs.

   Needs Improvement — The counselor was aware of several SLCC programs but did not demonstrate current and thorough knowledge of the broad spectrum of SLCC programs.

   Unacceptable — The counselor showed no signs of knowledge of SLCC programs.

6. **The counselor demonstrated knowledge of proper resources for information concerning transfer institutions.**

Satisfactory — The counselor had current and accurate information regarding programs at major transfer institutions.

Needs Improvement — The counselor had limited information regarding programs at transfer institutions.

Unacceptable — The counselor did not provide evidence of basic knowledge of programs at transfer institutions.

7. **The counselor operated within his/her area of professional competency.**

Satisfactory — The counselor demonstrated skills in the area of his/her professional competency.

Needs Improvement — The counselor worked in area of professional competency but occasionally demonstrated poor judgment by trying to provide specialist services in areas that are clearly outside his/her area of competency.

Unacceptable — The counselor showed little understanding or respect for the various areas of competency in the field in general; attempted to solve problems without needed assistance or referrals.

8. **The counselor used grammatically correct English with competence.**

Satisfactory — The counselor used English with competence.

Needs Improvement — The counselor at times experienced difficulty in applying English competently.

Unacceptable — The counselor had continued difficulty in utilizing English with competence.

PART TWO: GROUP/CLASS SESSION (AS APPROPRIATE)

1. **The counselor demonstrated knowledge of counseling techniques and theories.**

   Satisfactory — The counselor's behavior indicated command of such counseling techniques as accurate empathy, facilitative genuineness and listening skills, and other techniques and theories.

   Needs Improvement — Showed incomplete knowledge of such counseling techniques as accurate empathy, facilitative genuineness, listening skills, and other techniques and theories.

   Unacceptable — Displayed lack of such basic concepts of counseling techniques as accurate empathy, facilitative genuineness, listening skills, and other techniques and theories.

2. **The counselor communicated respect to the student.**

   Satisfactory — The counselor's behavior showed obvious respect for the student.

   Needs Improvement — Counselor occasionally showed little respect for the student's feelings, experiences and potentials.

   Unacceptable — Counselor showed a total lack of respect or negative regard for the student.

3. **The counselor used vocational information in assisting the student.**

   Satisfactory — The counselor used specific vocational information sources from the career resource center.

   Needs Improvement — At times the counselor failed to use available vocational information when appropriate to do so.

   Unacceptable — The counselor either would not or could not use specific vocational information in assisting the student.

4. **Demonstrates knowledge of subject matter.**

   Satisfactory — The counselor has broad and thorough understanding of subject matter. The counselor is able to relate the smaller units of instruction to the overall whole.

   Needs Improvement — The counselor frequently fails to provide adequate supporting material for points that are made while teaching. The points themselves are basically correct, but the supporting material is not well developed.

   Unacceptable — The counselor does not provide basic level information in the particular field. Students apparently cannot follow the lesson because the subject matter is not presented knowledgeably.

5. **Presents material in a logical and organized manner.**

   Satisfactory — Has a clear organizational plan for the lesson. The explanation proceeds from major points to minor points with appropriate supporting material.

   Needs Improvement — Has an overall plan for the lesson but the basis for the organization is not discernable. Major points and minor points are not clearly identifiable.

   Unacceptable — Gives no evidence of an overall organizational plan for the lesson. Rather than a logical explanation of material, tends to operate on a subjective level, very difficult for listeners to follow.

6. **Uses grammatically correct English with competence.**

   Satisfactory — The counselor uses English with competence.

   Needs Improvement — The counselor at times experience - difficulty in applying English competently.

   Unacceptable — The counselor had continued difficulty in utilizing English with competence.

ST. LOUIS COMMUNITY COLLEGE

Counseling Visitation Report

COUNSELOR _____

CAMPUS _____

PART ONE: Individual Session

Session Number _____

Topic(s) covered (be specific) _____

_____

Date of tape critique _____

Length of tape (in minutes) _____

Rating

Item 1 **The counselor demonstrated knowledge of counseling techniques and theories.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

Item 2 **The counselor communicated respect to the student.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

Item 3 **The counselor used vocational information in assisting the student.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

Item 4 **The counselor demonstrated knowledge of career decision-making processes.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

Item 5 **The counselor demonstrated knowledge of proper resources for SLCC programs.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

Item 6 **The counselor demonstrated knowledge of proper resources for information concerning transfer institutions.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

Item 7 **The counselor operated within his/her area of professional competency.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

Item 8 **The counselor used grammatically correct English with competence.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

PART TWO: GROUP/CLASS SESSION OBSERVATION REPORT (For Counselors Evaluated in Group Sessions)

GROUP/CLASS TITLE AND SECTION NUMBER (if appropriate) _____

_____

TOPIC COVERED (be specific) _____

_____

METHOD OF PRESENTATION (be specific) _____

_____

DATE OF OBSERVATION OR TAPING _____

LENGTH OF OBSERVATION OR TAPING (in minutes) _____

RATING

ITEM 1 **The counselor demonstrated knowledge of counseling techniques and theories.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 2 **The counselor communicated respect to the student.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 3 **The counselor used vocational information in assisting students.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 4 **The counselor demonstrated knowledge of the subject matter.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 5 **The counselor presented relevant material in an organized manner.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 6 **The counselor used grammatically correct English with competence.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

St. Louis Community College

ST. LOUIS COMMUNITY COLLEGE

COUNSELING VISITATION REPORT

Summary Assessment

COUNSELOR NAME _____

PART ONE:	Rating	Value	PART TWO:	Rating	Value
ITEM 1	_____	_____	ITEM 1	_____	_____
ITEM 2	_____	_____	ITEM 2	_____	_____
ITEM 3	_____	_____	ITEM 3	_____	_____
ITEM 4	_____	_____	ITEM 4	_____	_____
ITEM 5	_____	_____	ITEM 5	_____	_____
ITEM 6	_____	_____	ITEM 6	_____	_____
ITEM 7	_____	_____			
ITEM 8	_____	_____			

Value Key
3 = Satisfactory
2 = Needs Improvement
1 = Unacceptable

TOTAL SCORE [ ] ÷ NUMBER OF INDICATORS USED = TOTAL AVERAGE SCORE [ ]

Composite Assessment

_____ Satisfactory (2.31 thru 3.0)

_____ Needs Improvement (1.71 thru 2.30)

_____ Unacceptable (1.00 thru 1.70)

SUBMITTED BY:

_____ Date _____
Director of Counseling

SIGNED BY:

_____ Date _____
Faculty Signature

August 1981

STUDENT EVALUATION OF COUNSELING EFFECTIVENESS (GROUP SESSION)

35

PROCEDURES FOR ADMINISTERING STUDENT EVALUATION OF COUNSELING EFFECTIVENESS

(Group Session)

1. The supervisor or third party designee appointed by the Director shall administer and collect the student evaluations.

2. Student evaluations will be conducted in group sessions selected at random from no less than two groups distributed between the Fall and Spring semesters of the evaluation period.

3. The 13-item instrument will be administered during the final group/discussion session. Group/discussion class sessions will have the instrument administered during the same period as teaching faculty. A uniform and standard set of directions will be used by the supervisor or third party designee in administering the student evaluation.

4. All student evaluations will be tabulated through computer scanning and a composite summary for each group will be produced.

5. The assessment of this composite student evaluation will be used by the Director in completing the Annual Evaluation Summary.

6. The assessment guidelines as reported on the composite summary will be reviewed pending the completion of the first year of implementation and will be subject to revision.

STUDENT EVALUATION OF COUNSELOR EFFECTIVENESS
(Group/Class Session)

Counselor _____ Date _____

INSTRUCTOR RATING

Please rate the counselor on the following items on a scale from 1 to 5 based on the following definitions.

5 = Among the best of all counselors I've known
4 = Better than most counselors
3 = About average
2 = Not as good as most counselors
1 = Among the worst of all counselors
X = Cannot judge/does not apply

_____ 1. The counselor reports to the group/class on time.

_____ 2. The counselor holds the group/class for the scheduled time period.

_____ 3. The counselor gives organized presentations.

_____ 4. The counselor spends class time on relevant subject matter.

_____ 5. The counselor explains materials in response to questions.

_____ 6. The counselor offers students help with problems in the course or refers them elsewhere for help.

_____ 7. The counselor returns assignments and tests within a reasonable period of time.

_____ 8. The counselor provides written and oral explanations of group objectives.

_____ 9. The counselor shows interest in the subject matter.

_____ 10. The counselor attempts to maintain a reasonable level of order in the group/class.

_____ 11. The counselor demonstrates skills in working with students of my age and background.

_____ 12. The counselor uses vocational information, when appropriate, in assisting students.

_____ 13. The counselor shows through his/her responses that he/she listens to the group members.

St. Louis Community College

STUDENT EVALUATION OF COUNSELOR EFFECTIVENESS
(Group)

COMPOSITE SUMMARY

FACULTY NAME _____

	Frequency Counts	Average Score
ITEM 1	5 4 3 2 1 X	
ITEM 2	5 4 3 2 1 X	
ITEM 3	5 4 3 2 1 X	
ITEM 4	5 4 3 2 1 X	
ITEM 5	5 4 3 2 1 X	
ITEM 6	5 4 3 2 1 X	
ITEM 7	5 4 3 2 1 X	
ITEM 8	5 4 3 2 1 X	
ITEM 9	5 4 3 2 1 X	
ITEM 10	5 4 3 2 1 X	
ITEM 11	5 4 3 2 1 X	
ITEM 12	5 4 3 2 1 X	
ITEM 13	5 4 3 2 1 X	

COMPOSITE AVERAGE SCORE

ASSESSMENT

The following guidelines will be used to determine the counselor performance level as based upon students evaluations:

Composite Score of 3.00 - 5.00 = Satisfactory

Composite Score of 2.00 - 2.99 = Needs Improvement

Composite Score of 1.00 - 1.99 = Unacceptable

_____ DATE _____
Faculty Signature

_____ DATE _____
Director

FACULTY CHOICE INDICATORS

PROCEDURES FOR COMPLETING THE FACULTY CHOICE INDICATORS FORM

1. While the minimum number of indicators to be chosen is one, faculty are encouraged to select a sufficient number of indicators which reflect their plans for professional development during the coming year. The faculty member will indicate one item to be used as the primary item for evaluation purposes. With mutual agreement of the counselor and the director, new items may be added to the Faculty Choice Indicators list. It is understood that plans submitted may need to be changed as circumstances change through appropriate consultation with the director.

2. If the department decides to propose indicators that are unique to the function of a specific department, these indicators will be submitted in written form to the director. If approved by the director, these indicators will be applicable to all faculty members in the department.

3. The faculty member will complete the Faculty Choice Report and forward it to the director.

4. In the event of a less-than-satisfactory rating, the evaluator will indicate the basis for the rating and specific recommendations for improvement which will be discussed with the faculty member. A copy of the rating and recommendations will be provided within two weeks of the completion of the assessment.

5. The faculty member will provide evidence of having completed the selected indicator by no later than November 1.

FACULTY INFORMATION SHEET

Listing of Faculty Choice Indicators

1. Develops new course.
2. Serves on a committee.
3. Chairs a committee.
4. Attends a workshop related to one's field.
5. Leads an approved workshop related to one's field.
6. Takes one or more courses related to his/her field.
7. Publishes an article in a journal.
8. Writes a book.
9. Sponsors a student organization.
10. Sponsors a student activity.
11. Serves as an officer in a professional organization in one's field or profession.
12. Gives one or more speeches for the college or to a professional organization.
13. Is active in community organization(s) related to job.
14. Develops an approved plan of professional development activities.
15. Implements the approved plan of professional development activities.
16. Conducts studies and/or publishes research materials.
17. Prepares and participates in external grants.
18. Participates in approved articulation activities.
19. Completes extended time project.
20. Coaches a non-paid intramural activity.
21. Participates in recruiting students.
22. Gives outside job-related performance.
23. Other _____

St. Louis Community College

ST. LOUIS COMMUNITY COLLEGE

FACULTY CHOICE INDICATORS FORM

NAME _____ CAMPUS _____

DIVISION _____ DEPARTMENT _____ RANK _____

PART ONE: DEPARTMENT INDICATORS (Optional)
(List those indicators which have been agreed upon by the department and the Director)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PART TWO: FACULTY CHOICE
(From the following list of indicators, select one or more)

***PLEASE ASTERISK YOUR PRIMARY ITEM TO BE USED FOR EVALUATION**

_____ 1. Develops new course.
_____ 2. Serves on a committee.
_____ 3. Chairs a committee.
_____ 4. Attends a workshop related to one's field.
_____ 5. Leads an approved workshop related to one's field.
_____ 6. Takes one or more courses related to his/her field.
_____ 7. Publishes an article in a journal.
_____ 8. Writes a book.
_____ 9. Sponsors a student organization.
_____ 10. Sponsors a student activity.
_____ 11. Serves as an officer in a professional organization in one's field or profession.
_____ 12. Gives one or more speeches for the college or to a professional organization.
_____ 13. Is active in community organization(s) related to job.
_____ 14. Develops an approved plan of professional development activities.
_____ 15. Implements the approved plan of professional development activities.
_____ 16. Conducts studies and/or publishes research materials.
_____ 17. Prepares and participates in external grants.
_____ 18. Participates in approved articulation activities.
_____ 19. Completes extended time project.
_____ 20. Coaches a non-paid intramural activity.
_____ 21. Participates in recruiting students.
_____ 22. Gives outside job-related performance.
_____ 23. Other _____

SIGNED BY:

_____ Date _____
Faculty Signature

St. Louis Community College

FACULTY CHOICE INDICATORS

Summary Assessment

FACULTY NAME _____

DEPARTMENTAL

	Rating	Value
ITEM 1	_____	_____
ITEM 2	_____	_____
ITEM 3	_____	_____
ITEM 4	_____	_____
ITEM 5	_____	_____
ITEM 6	_____	_____

FACULTY CHOICE

ITEM___	_____	_____

TOTAL SCORE ☐ ÷ NUMBER OF INDICATORS USED = TOTAL AVERAGE SCORE ☐

Composite Assessment

_____ Satisfactory (2.31 thru 3.0)

_____ Needs Improvement (1.71 thru 2.30)

_____ Unacceptable (1.00 thru 1.70)

SUBMITTED BY:

_____ Date _____

Evaluator

SIGNED BY:

_____ Date _____

Faculty Signature

OTHER REQUIRED INDICATORS

ST. LOUIS COMMUNITY COLLEGE

PROCEDURES FOR OTHER REQUIRED

1. At the beginning of each evaluation period, faculty members will receive a list of the thirteen (13) items included as Other Required Indicators.

2. No later than November 1 of each year, the faculty members will submit to the Director of Counseling supporting information and documentation of performance related to the thirteen items.

3. The Director will review the supporting information and documentation and will complete the assessment of the Other Required Indicators. The composite assessment of the Other Required Indicators will be used by the Director in completing the annual evaluation summary.

4. In the event of a less than satisfactory rating on any specific item on the Other Required review form, the evaluator will indicate the basis for the rating and specific recommendations for improvement which will be discussed with the faculty member. A copy of the rating and recommendations will be provided within two weeks of the completion of the assessment.

OTHER REQUIRED: INSTRUCTIONS FOR COMPLETING THE REVIEW FORM

The supervisor will review the data provided by the faculty member and will consider other relevant data. The following definitions will apply to the ratings of **Satisfactory, Needs Improvement** or **Unacceptable.**

1. **Where applicable, uses supplemental resources in addition to textbook or other minimal requirements of group/class sessions.**

Satisfactory	—	There is evidence of existence and use of supplemental resources for the major group/class session(s) assigned.
Needs Improvement	—	There is evidence of few supplemental resources that exist and/or used in the major group/class session(s) assigned.
Unacceptable	—	Unable to demonstrate the existence and/or use of supplemental resources for the major group/class session(s) assigned.

2. **Member of one or more recognized professional organizations.**

Satisfactory	—	There is evidence that the person has maintained membership in at least one professional organization.
Needs Improvement	—	There is partial but inconclusive evidence of membership in at least one professional organization during the evaluation period.
Unacceptable	—	There is no evidence provided or available that the person held membership in a professional organization.
	—	Although the person held membership in an organization, the organization does not fall within the professional category.

3. **Attends department meetings.**

Satisfactory	—	Attends meetings regularly. Never misses or very seldom misses a meeting.
Needs Improvement	—	Attends most meetings, but misses a significant number of meetings during the year.
Unacceptable	—	Misses most of the meetings throughout the year.

4. **Accepts assignments to supervise/orient part-time/new faculty where applicable.**

Satisfactory	—	Provides assistance to new or part-time faculty as requested by the director or as needed by faculty.
Needs Improvement	—	Does not provide assistance to new part-time faculty when situation would normally require such assistance.
Unacceptable	—	Refuses to accept assignment from director to provide assistance for new or part-time faculty.

5. **Participates in the development and improvement of groups and classes, where applicable.**

Satisfactory	—	There is evidence of the individual's participation in the development and improvement of groups and classes.
Needs Improvement	—	There is evidence of occasional and incomplete participation in the development and improvement of groups and classes.
Unacceptable	—	There is evidence of little or no participation in the development and improvement of groups and classes.

6. **Where applicable, maintains and prepares equipment and supplies for groups and classes.**

Satisfactory — There is evidence that equipment/supplies are maintained and prepared for groups and classes.

Needs Improvement — There is evidence that the individual is not maintaining and preparing equipment/supplies in a consistent manner for groups and classes.

Unacceptable — There is evidence that the individual does little or nothing to maintain and prepare equipment/supplies for groups and classes.

7. **Where applicable, supervises student assistants and other personnel assigned to department area.**

Satisfactory — Provides supervision as needed. Available at critical times to supervise key functions.

Needs Improvement — Provides occasional supervision. Does not attend to necessary details. Responsibilities of personnel are not well understood.

Unacceptable — Does not provide necessary supervision. Personnel function without adequate guidance or supervision.

8. **Attends division meetings.**

Satisfactory — Attends meetings regularly. Never misses or very seldom misses a meeting.

Needs Improvement — Attends most meetings, but misses a significant number of meetings during the year.

Unacceptable — Misses most of the meetings throughout the year.

9. **Contributes to the work of one or more department committees where applicable.**

Satisfactory — Takes responsibility to complete committee work and carries out this responsibility.

Needs Improvement — Participates in committee work but avoids taking individual responsibility to do committee work.

Unacceptable — Avoids committee work. Shows no initiative. Fails to complete committee work when requested.

10. **Assists the director by furnishing necessary information for the preparation of class schedules.**

Satisfactory — Provides requested information on a timely basis when requested by the director.

Needs Improvement — Responds to requests for information with incomplete or delayed answers.

Unacceptable — Does not respond to requests for information.

11. **Assists the director by furnishing necessary information for the preparation of the department budget where applicable.**

Satisfactory — Provides requested information on a timely basis when requested by the director.

Needs Improvement — Responds to requests for information with incomplete or delayed answers.

Unacceptable — Does not respond to requests for information.

12. **Assists the director in the development of short and long-range department plans.**

Satisfactory — Provides requested information on a timely basis when requested by the director.

Needs Improvement — Responds to requests for information with incomplete or delayed answers.

Unacceptable — Does not respond to requests for information.

13. **Participates in department activities related to student job placement where applicable.**

Satisfactory — There is evidence that the individual participates in department activities related to student job placement.

Needs Improvement — The individual usually participates and/or may not complete agreed on activity.

Unacceptable — The individual seldom participates and/or does not complete most of the agreed on indicators.

ST. LOUIS COMMUNITY COLLEGE

FACULTY INFORMATION SHEET

1. Where applicable, uses supplemental resources in addition to textbook or other minimal requirements of group/class sessions.
2. Member of one or more recognized professional organizations.
3. Attends department meetings.
4. Accepts assignments to supervise/orient part-time/new faculty where applicable.
5. Participates in the development and improvement of groups and classes where applicable.
6. Where applicable, maintains and prepares equipment and supplies for groups and classes.
7. Where applicable, supervises student assistants and other personnel assigned to departmental areas.
8. Attends division meetings.
9. Contributes to the work of one or more department committees where applicable.
10. Assists the director by furnishing necessary information for the preparation of class schedules.
11. Assists the director by furnishing necessary information for the preparation of the departmental budget where applicable.
12. Assists the director in the development of short and long-range departmental plans.
13. Participates in departmental activities related to student job placement where applicable.

St. Louis Community College

ST. LOUIS COMMUNITY COLLEGE

OTHER REQUIRED REVIEW
(Counseling Faculty)

FACULTY NAME _____ CAMPUS _____

DIVISION _____ RANK _____

Division: This form is to be utilized by the evaluator when assessing the faculty member on the Other Required part of the faculty evaluation system. The summary page and composite assessment rating will be used in completing the Annual Faculty Evaluation Summary.

Rating

ITEM 1 **Where applicable, uses supplemental resources in addition to textbook or other minimal requirements of group/class sessions.**
Comments:
___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 2 **Member of one or more recognized professional organizations.**
Comments:
___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 3 **Attends department meetings.**
Comments:
___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 4 **Accepts assignments to supervise/orient part-time/new faculty where applicable.**
Comments:
___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 5 **Participates in the development and improvement of groups and classes Where applicable.**
Comments:
___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 6 **Where applicable, maintains and prepares equipment and supplies for groups and classes.**
Comments:
___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 7 **Where applicable, supervises student assistants and other personnel assigned to departmental areas.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 8 **Attends division meetings.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 9 **Contributes to the work of one or more department committees where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 10 **Assists the director by furnishing necessary information for the preparation of class schedules.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 11 **Assists the director by furnishing necessary information for the preparation of the departmental budget where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 12 **Assists the director in the development of short and long-range departmental budge plans.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 13 **Participates in departmental activities related to student job placement where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ST. LOUIS COMMUNITY COLLEGE

OTHER REQUIRED INDICATORS

Summary Assessment

FACULTY NAME _____

	Rating	Value
ITEM 1	_____	_____
ITEM 2	_____	_____
ITEM 3	_____	_____
ITEM 4	_____	_____
ITEM 5	_____	_____
ITEM 6	_____	_____
ITEM 7	_____	_____
ITEM 8	_____	_____
ITEM 9	_____	_____
ITEM 10	_____	_____
ITEM 11	_____	_____
ITEM 12	_____	_____
ITEM 13	_____	_____

Value Key

3 = Satisfactory
2 = Needs Improvement
1 = Unacceptable

TOTAL SCORE ☐ ÷ NUMBER OF INDICATORS USED ☐ = TOTAL AVERAGE SCORE ☐

Composite Assessment

_____ Satisfactory (2.31 thru 3.0)

_____ Needs Improvement (1.71 thru 2.30)

_____ Unacceptable (1.00 thru 1.70)

SUBMITTED BY:

_____ Date _____

Director

SIGNED BY:

_____ Date _____

Faculty Signature

DIRECTOR'S EVALUATION OF COUNSELING

ST. LOUIS COMMUNITY COLLEGE

Procedures For
Director's Evaluation Of Counselors

1. The Director of Counseling will complete this report no later than December 1 of each year.

2. The Director of Counseling will utilize data sources referred to in the instructions for completing the Director's Evaluation of Counselors.

3. In the event of a less than satisfactory rating in any specific item, the evaluator will indicate the basis for the rating and specific recommendations for improvement which will be discussed with the faculty member. A copy of the rating and recommendations will be provided within two weeks of the completion of the assessment.

INSTRUCTIONS FOR COMPLETING THE DIRECTOR OF COUNSELING EVALUATION OF COUNSELING FACULTY

The Director will collect data from a number of institutional sources. Examples of data sources include, but are not limited to, data collected and displayed in other components of the faculty evaluation system, documented evidence from students, faculty, and other members of the staff et. al.

1. **Demonstrates knowledge of counseling techniques and theories.**

   Satisfactory — Class/group, and/or individual session evaluation indicates command of counseling techniques and theories.

   Needs Improvement — Incomplete knowledge of counseling techniques and theories as observed in class/group, and/or individual session.

   Unacceptable — Displays lack of basic concepts of counseling techniques and theories as observed in class/group, and/or individual session.

2. **Demonstrates skill in working with students of varying ages and background.**

   Satisfactory — Ongoing supervisory observation and appointment schedule clearly shows wide range of clientele.

   Needs Improvement — Ongoing supervisory observation and appointment schedule shows counselor's clientele is only somewhat representative of the greater population.

   Unacceptable — The counselor does not see students of varying ages and background, as indicated by the appointment schedule and supervisory observations.

3. **Uses vocational information in assisting students.**

   Satisfactory — The counselor regularly uses specific vocational information sources from the career resource center.

   Needs Improvement — At times the counselor fails to use available vocational information when appropriate to do so.

   Unacceptable — The counselor either will not or cannot use specific vocational information in assisting students.

4. **Demonstrates knowledge of career decision-making processes.**

   Satisfactory — The counselor assists students in becoming aware of the process necessary for appropriate career decision-making and selection.

   Needs Improvement — Students are only partially assisted in the process of career decision-making and selection.

   Unacceptable — Students are not made aware of the process necessary for appropriate career decision-making and selection.

5. **Demonstrates knowledge of proper resources for SLCC programs.**

Satisfactory — Counselor maintains relevant current information re. SLCC programs and attends informational in-service meetings regularly.

Needs Improvement — Counselor is aware of several SLCC programs but does not demonstrate current and thorough knowledge of the broad spectrum of SLCC programs; counselor attends in-service informational meetings occasionally but does not attend these meetings on a regular basis.

Unacceptable — Counselor provides no evidence of knowledge of SLCC programs and rarely attends an in-service informational meetings.

6. **Demonstrates knowledge of proper resources for information concerning transfer institutions.**

Satisfactory — Counselor has current and accurate information re programs at major transfer institutions; maintains open communication with appropriate persons at transfer institutions to assure up to date information.

Needs Improvement — Counselor has limited information re programs at transfer institutions; does not maintain ongoing communication with appropriate persons at transfer institutions.

Unacceptable — Counselor does not provide evidence of basic knowledge of programs at transfer institutions; makes no effort to update essential information.

7. **Reports to work on time.**

Satisfactory — Couselor usually reports to work on time.

Needs Improvement — Counselor occasionally reports to work on time.

Unacceptable — Counselor seldom reports to work on time.

8. **Keeps appointments regularly.**

Satisfactory — Counselor usually is prompt at keeping scheduled student appointments.

Needs Improvement — Counselor is occasionally prompt at keeping scheduled student appointments.

Unacceptable — Counselor frequently makes students wait for or reschedule appointments.

9. **Keeps scheduled office hours.**

Satisfactory — Counselor provides acceptable schedule of office hours and consistently maintains the schedule.

Needs Improvement — Counselor is usually available as indicated on office hours and appointment schedule; misses occasionally and does not provide advance information to supervisor.

Unacceptable — Counselor frequently misses appointments and office hours; does not adequately explain attendance problem to supervisor.

10. **Determines, where applicable, that referrals are needed and makes those referrals.**

Satisfactory — Counselor demonstrates ability to make appropriate referrals; is able to identify students in need of referrals, and is familiar with resources available for referral. Provides two examples of this process.

Needs Improvement — Counselor shows awareness that referrals are occasionally needed but does not demonstrate skill in identifying students in need of referral and is familiar with only a limited number of resources available for referral.

Unacceptable — Counselor provides no evidence of basic skills in identifying students in need of referral; is not familiar with the resources available for referral.

11. **Maintains confidential relationship with students and staff consistent with professional (APGA, APA) guidelines and relevant laws.**

Satisfactory — Counselor consistently keeps the counseling relationship confidential.

Needs Improvement — Counselor occasionally fails to keep the counseling relationship confidential.

Unacceptable — Counselor shows no regard for the confidentially of the counseling relationship.

12. **Consults with teaching faculty regarding student/staff problems.**

Satisfactory — Counselor maintains open communication with teaching faculty in relevant areas. This communication is frequent and ongoing. Provides three examples of this process.

Needs Improvement — Counselor occasionally consults with teaching faculty regarding a student or staff problem. Communication is infrequent.

Unacceptable — Counselor rarely makes any contact with teaching faculty to discuss relevant problems. Does not provide evidence of developing necessary communication links with teaching faculty.

13. **Participates in orientation to the college for first-time students.**

Satisfactory — Counselor takes an active part in orientation sessions for first-time students. This participation reflects a reasonable share of the total departmental responsibility for this function.

Needs Improvement — Counselor occasionally participates in orientation sessions for first-time students. Participation is not regular.

Unacceptable — Counselor rarely participates in orientation sessions for first-time students. Counselor is usually unavailable at times this service is required.

14. **Provides academic advisement as assigned.**

Satisfactory — Counselor maintains assigned schedule of academic advisement on a regular basis. Schedule demonstrates that advisement sessions have been handled efficaciously.

Needs Improvement — Counselor maintains irregular academic advisement schedule and occasionally is unavailable at scheduled times.

Unacceptable — Counselor has frequent difficulty in maintaining academic schedule and is frequently unavailable at required times.

15. **Communicates respect to the student.**

Satisfactory — The counselor's behavior showed respect for the student.

Needs Improvement — Counselor occasionally shows respect for the student's feelings, experiences, and potentials.

Unacceptable — Counselor seldom shows respect.

16. **Operates within one's area of professional competency.**

Satisfactory — Counselor demonstrates skill in area of professional competency and consistently maintains appropriate skill level within this area or areas. The area or areas of professional competency have been provided for the supervisor in written form.

Needs Improvement — Counselor works in area of professional competency but occasionally demonstrates poor judgment by trying to provide specialist services in areas that are clearly outside his or her area of competency.

Unacceptable — Counselor shows little understanding, or respect for, the various areas of competency in the field in general; frequently tries to solve problems without needed assistance or referrals.

17. **Uses grammatically correct English with competence in oral and written communication.**

Satisfactory — The faculty member uses English with competence in both oral and written communication.

Needs Improvement — The faculty member at times experiences difficulty in applying English competently in either oral or written communication.

Unacceptable — The faculty member has continuing difficulty in utilizing English with competence in both oral and written communication.

18. **Completes assigned responsibilities.**

Satisfactory — Counselor consistently completes assigned responsibilities, including tasks other than counseling sessions. Provides three examples of completed assignments to demonstrate this responsibility.

Needs Improvement — Counselor usually completes assigned responsibilities but on several occasions has not completed them on time.

Unacceptable — Counselor rarely completes assigned responsibilities. Provides no evidence of ability to follow through and complete as task.

19. **Where applicable, uses supplemental resources in addition to textbook or other minimal requirements of group/class sessions.**

Satisfactory — There is evidence of existence and use of supplemental resources for the major group/class session(s) assigned.

Needs Improvement — There is evidence of few supplemental resources that exist and/or used in the major group/class session(s) assigned.

Unacceptable — Unable to demonstrate the existence and/or use of supplemental resources for the major group/class session(s) assigned.

20. **Member of one or more recognized professional organizations.**

Satisfactory — There is evidence that the person has maintained membership in at least one professional organization.

Needs Improvement — There is partial but inconclusive evidence of membership in at least one professional organization during the evaluation period.

Unacceptable — There is no evidence provided or available that the person held membership in a professional organization.

— Although the person held membership in an organization, the organization does not fall within the professional category.

21. **Attends department meetings.**

Satisfactory — Attends meetings regularly. Never misses or very seldom misses a meeting.

Needs Improvement — Attends most meetings, but misses a significant number of meetings during the year.

Unacceptable — Misses most of the meetings throughout the year.

22. **Accepts assignments to supervise/orient part-time/new faculty where applicable.**

Satisfactory — Provides assistance to new or part-time faculty as requested by the director or as needed by faculty.

Needs Improvement — Does not provide assistance to new part-time faculty when situation would normally require such assistance.

Unacceptable — Refuses to accept assignment from director to provide assistance for new or part-time faculty.

23. **Participates in the development and improvement of groups and classes, where applicable.**

Satisfactory — There is evidence of the individual's participation in the development and improvement of groups and classes.

Needs Improvement — There is evidence of occasional and incomplete participation in the development and improvement of groups and classes.

Unacceptable — There is evidence of little or no participation in the development and improvement of groups and classes.

24. **Where applicable, maintains and prepares equipment and supplies for groups and classes.**

Satisfactory — There is evidence that equipment/supplies are maintained and prepared for groups and classes.

Needs Improvement — There is evidence that the individual is not maintaining and preparing equipment/supplies in a consistent manner for groups and classes.

Unacceptable — There is evidence that the individual does little or nothing to maintain and prepare equipment/-supplies for groups and classes.

25. **Where applicable, supervises student assistants and other personnel assigned to department area.**

Satisfactory — Provides supervision as needed. Available at critical times to supervise key functions.

Needs Improvement — Provides occasional supervision. Does not attend to necessary details. Responsibilities of personnel are not well understood.

Unacceptable — Does not provide necessary supervision. Personnel function without adequate guidance or supervision.

26. **Attends division meetings.**

Satisfactory — Attends meetings regularly. Never misses or very seldom misses a meeting.

Needs Improvement — Attends most meetings, but misses a significant number of meetings during the year.

Unacceptable — Misses most of the meetings through the year.

27. **Contributes to the work of one or more department committees where applicable.**

Satisfactory — Takes responsibility to complete committee work and carries out this responsibility.

Needs Improvement — Participates in committee work but avoids taking individual responsibility to do committee work.

Unacceptable — Avoids committee work. Shows no initiative. Fails to complete committee work when requested.

28. **Assists the director by furnishing necessary information for the preparation of class schedules where applicable.**

Satisfactory — Provides requested information on a timely basis when requested by the director.

Needs Improvement — Responds to requests for information with incomplete or delayed answers.

Unacceptable — Does not respond to requests for information.

29. **Assists the director by furnishing necessary information for the preparation of the department budget where applicable.**

Satisfactory — Provides requested information on a timely basis when requested by the director.

Needs Improvement — Responds to requests for information with incomplete or delayed answers.

Unacceptable — Does not respond to requests for information.

30. **Assists the director in the development of short and long-range department plans.**

Satisfactory — Provides requested information on a timely basis when requested by the director.

Needs Improvement — Responds to requests for information with incomplete or delayed answers.

Unacceptable — Does not respond to requests for information.

31. **Participates in department activities related to student job placement where applicable.**

Satisfactory — There is evidence that the individual participates in department activities related to student job placement.

Needs Improvement — The individual usually participates and/or may not complete agreed on activity.

Unacceptable — The individual seldom participates and/or does not complete most of the agreed on indicators.

ST. LOUIS COMMUNITY COLLEGE

DIRECTOR OF COUNSELING EVALUATION
OF
COUNSELING FACULTY

FACULTY NAME _____ CAMPUS _____

DIVISION _____ RANK _____

Directions: This form is to be used by the Director of Counseling in assessing faculty performance in all indicators. The summary page and composite assessment rating will be used in completing the Annual Faculty Evaluation Summary.

Rating

ITEM 1 **Demonstrates knowledge of counseling techniques and theories.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 2 **Demonstrates skill in working with students of varying ages and backgrounds.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 3 **Uses vocational information in assisting students.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 4 **Demonstrates knowledge of career decision-making processes.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 5 **Demonstrates knowledge of proper resources for SLCC programs.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 6 **Demonstrates knowledge of proper resources for information concerning transfer institutions.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 7 **Reports to work on time.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 8 **Keeps appointments regularly.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 9 **Keeps scheduled office hours.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 10 **Determines, where applicable, that referrals are needed and makes those referrals.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 11 **Maintains confidential relationships with students and staff consistent with professional (APGA, APA) guidelines and relevant laws.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 12 **Consults with teaching faculty regarding student/ staff problems.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 13 **Participates in orientation to the college for first-time students.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 14 **Provides academic advisement as assigned.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 15 **Communicates respect to the student.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 16 **Operates within one's area of professional competency.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 17 **Uses grammatically correct English with competence in written and oral communications.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 18 **Completes assigned responsibilities.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 19 **Where applicable, uses supplemental resources in addition to textbook or other minimal requirements of group/class sessions.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 20 **Member of one or more recognized professional organizations.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 21 **Attends department meetings.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 22 **Accepts assignments to supervise/orient part-time/ new faculty where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 23 **Participates in the development and improvement of groups and classes where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 24 **Where applicable, maintains and prepares equipment and supplies for groups and classes.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 25 **Where applicable, supervises student assistants and other personnel assigned to departmental areas.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 26 **Attends division meetings.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 27 **Contributes to the work of one or more department committees where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 28 **Assists the director by furnishing necessary information for the preparation of class schedules where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 29 **Assists the director by furnishing necessary information for the preparation of the departmental budget where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

ITEM 30 **Assists the director in the development of short and long-range departmental plans.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable

ITEM 31 **Participates in departmental activities related to student job placement where applicable.**
Comments:

___ Satisfactory
___ Needs Improvement
___ Unacceptable
___ Not Applicable

St. Louis Community College

ST. LOUIS COMMUNITY COLLEGE
DIRECTOR OF COUNSELING EVALUATION

Summary Assessment

FACULTY NAME _____

	Rating	Value		Rating	Value
ITEM 1	_____	_____	ITEM 18	_____	_____
ITEM 2	_____	_____	ITEM 19	_____	_____
ITEM 3	_____	_____	ITEM 20	_____	_____
ITEM 4	_____	_____	ITEM 21	_____	_____
ITEM 5	_____	_____	ITEM 22	_____	_____
ITEM 6	_____	_____	ITEM 23	_____	_____
ITEM 7	_____	_____	ITEM 24	_____	_____
ITEM 8	_____	_____	ITEM 25	_____	_____
ITEM 9	_____	_____	ITEM 26	_____	_____
ITEM 10	_____	_____	ITEM 27	_____	_____
ITEM 11	_____	_____	ITEM 28	_____	_____
ITEM 12	_____	_____	ITEM 29	_____	_____
ITEM 13	_____	_____	ITEM 30	_____	_____
ITEM 14	_____	_____	ITEM 31	_____	_____
ITEM 15	_____	_____			
ITEM 16	_____	_____			
ITEM 17	_____	_____			

Value Key
3 = Satisfactory
2 = Needs Improvement
1 = Unacceptable

TOTAL SCORE [ ] ÷ NUMBER OF INDICATORS USED [ ] = TOTAL AVERAGE SCORE [ ]

Composite Assessment

_____ Satisfactory (2.31 thru 3.0)

_____ Needs Improvement (1.71 thru 2.30)

_____ Unacceptable (1.00 thru 1.70)

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SUBMITTED BY:

_____ Date JUL 16 1982
Director

SIGNED BY:

_____ Date _____
Faculty Signature